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# School Dropout in Academic Training in Upper Basic Students of the Tosagua Educational Unit

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**Abstract---***School desertion is the abandonment of the academic activities of an individual, which due to various situations such as economic, political, social, family, environmental or health, occurs when people leave behind the process of education or training. This is one of the problems suffered by most educational institutions and has a direct impact on the socioeconomic development of this society, which surely compromises its future. Said argumentation of the problem raised is necessary for understanding in teaching and learning in students and their corresponding induction to optimal learning levels. In this sense, the purpose of this work is to analyze the factors that affect the school dropout of upper basic students of the Tosagua Educational Unit, of the Tosagua canton, in the 2021-2022 school period, as well as the strategies and practical procedures and specific ones that promote the inclusion of children and adolescents in the classroom. Based on a qualitative and quantitative methodology, it is intended to determine the factors that affect the school dropout of upper basic students of the Tosagua Educational Unit, of the Tosagua canton, in the 2021-2022 school year. As results, it is highlighted that school desertion is an educational problem that affects the development of society and is mainly due to lack of economic resources and family disintegration and that manifests itself when the student leaves school.*

**Keywords---***abandonment, academic activities, causes, educational process, school dropout*

## Introduction

School desertion is a current problem that occurs at the educational level that afflicts the development of society, it is presented by various factors, whether: family, economic, cultural and educational. The phenomenon of school dropout violates the right to education of many children who decide to drop out of school, distancing themselves from the educational field and therefore bring serious consequences for themselves and for society. The word desertion means deserting or abandoning, in the educational field it is commonly known as school dropout, which is a personal decision or due to various factors, which makes it impossible for the student to continue with the training, causing little interest or lack of motivation in continue in the learning process. School dropout refers to the abandonment of temporary or permanent studies by students, which is one of the problems faced by Basic General Education at all levels (Ioana et al., 2015; Bound & Turner, 2011; Yi et al., 2015).

In some cases, school dropout occurs due to lack of motivation, which makes it impossible to develop the academic process. It should be noted that the various factors of this situation are very frequent; and the various strategies applied in the educational field do not solve the effectiveness to be able to unleash it. "Desertion is a process of gradual distancing and abandonment of an everyday space that also implies the development of certain personal and family rites that affect the development of the child's identity" (Mayancela, 2016). In this sense, the purpose of this research work is to analyze the factors that affect the school dropout of upper basic students of the Tosagua Educational Unit, of the Tosagua canton, in the 2021-2022 school period, likewise it intends to identify the causes and consequences that cause this problem and determine practical and concrete strategies and procedures that

promote the inclusion of children and adolescents in the classroom with the purpose of avoiding educational desertion.

## Materials and Methods

For the elaboration of this research work, a methodology based on a mixed qualitative-quantitative, descriptive approach and from a bibliographic-documentary approach is used. According to [Hernández & Mendoza \(2018\)](#), the use of a mixed methodological approach in a study represents a set of systematic, empirical and critical research processes and involves the collection and analysis of quantitative and qualitative data, as well as their integration and joint discussion. , to make inferences from all the information collected (meta-inferences) and achieve a better understanding of the phenomenon under study. Along with the qualitative-quantitative, the descriptive method is included in this research, whose purpose, according to [Hernández & Mendoza \(2018\)](#), is to have a first knowledge of reality as it emerges from the direct observation made by the researcher and from the knowledge that you have acquired through the indirect information obtained. The descriptive method is one of the variants of the qualitative paradigm and its objective is to evaluate some characteristics of a particular population or situation.

Finally, the proposed methodological triangulation is complemented by the bibliographic-documentary method that allows gathering the existing theory on the proposed object of study. This approach allows the analysis of various useful documentary sources for the conformation of the theoretical foundation and contributes to a greater understanding of the methodological issues of the investigation. The technique for obtaining data is the survey, which was applied to students (regular and dropouts), and teachers of the Upper Basic of the Tosagua Educational Unit of the Tosagua canton. This technique is an instrument that allows gathering general information and points of view from a group of people. According to [Hernández & Mendoza \(2018\)](#), the survey is a research study carried out on a sample of subjects representative of a broader group, and uses standardized interrogation procedures in order to obtain quantitative measures of objective and subjective characteristics of the population. The methodological approach described allowed to obtain an exact description of the phenomenon that occurred around the analysis of the factors that affect the school dropout of upper basic students of the Tosagua Educational Unit, of the Tosagua canton, in the 2021-2022 school period.

## Analysis and discussion of the results

School desertion is the abandonment of the school system by students, caused by a combination of factors that are generated both within the system and in social, family, individual and environmental contexts. The intra-annual dropout rate only takes into account students who drop out of school during the school year, it is complemented by the interannual dropout rate that calculates those who drop out at the end of the school year. According to [Hernandez et al. \(2017\)](#), school dropout as a minor or secondary problem; on the contrary, it is a recurring theme in educational policy worldwide. Likewise, the awareness that education is essential for the vital development of people enhances its importance in other spheres of society. The variables related to school dropout are part of a complex social system in which four subsystems are involved: the school system, the environment, the family and the students. Each subsystem contains variables that directly or indirectly affect the dropout rate and that are interrelated in a complex way.

### *Aspects to be considered in school dropout*

It is defined as the action of abandoning studies in an educational establishment for any reason and explains that it is the action of separating or abandoning obligations, referring to school obligations [Zuniga \(2006\)](#). Other aspects must also be considered in this aspect, such as the following: In higher basic education it is important that students complete their studies since education helps people to be educated and qualified for a job and also to be humanly prepared to integrate and get involved in changes in the country. In addition, the problems that arise during their life cycles can be anticipated and resolved in a thoughtful and planning manner ([Sanchez, 2017](#)). the fight against early school leaving as with school failure is an investment in the future, students who decide to leave school early run the risk of being unemployed for a longer time, social exclusion and falling into poverty. It is an investment in the future for students to finish their studies, since society can count on qualified people and that allows the country to grow economically, in innovation, in stability ([Bayon, 2011](#)).

Education should not focus on the content, themes or subjects isolated from life, but should be based on promoting the development of students so that they develop their knowledge [González \(2006\)](#). The topic has been

widely debated. Recent research, such as that of [Ruiz et al. \(2021\)](#), realize that one of the reasons for dropping out is that the school is not adapted to offer support to economically disadvantaged families. In addition, it maintains that the educational institution does not have an organization that benefits the inclusion of students whose objective is to organize and offer appropriate strategies so that students with different cultural attributes can integrate and resemble the prevailing school culture, recognizing and approving their own culture. . This is one of the reasons for desertion that has not been investigated in detail.

The family and the school, seen as two formative institutions of the individual, maintain a dialectical relationship in the educational formation of the student. However, when there are alterations in the family environment, the process of abandoning studies comes, [Amador et al. \(2021\)](#). In this regard, [Escanés et al. \(2014\)](#), points out that some factors that trigger school dropout are: the lack of moral and economic support from their parents, siblings, uncles and grandparents; the changes in the family structures in which they develop; job unemployment of those who grant resources to students; as well as unplanned and high-risk pregnancies.

In this order, [\(Erika & Yarce, 2021\)](#), expand the topic and consider that in addition to the factors associated with school dropout, such as family, institutional and social, personal factors should be considered, within which the stage is appreciable. of the life cycle in which dropout students find themselves. The choice to leave the formal educational system and consider other options for carrying out a life project, "shows the differences between the perspective of adolescents and that of the educational system, according to which desertion is taken as an undesirable situation that leaves negative consequences at different levels" (p. 31).

On the other hand, a study by [Villarreal et al. \(2016\)](#), considers that students make the decision to drop out of the school system based on what they observe directly in their daily lives; that is, the possibility of an immediate benefit, while putting aside the continuation of their studies, which implies effort and postponement of well-being; also because they live a stage that is characterized by the "search for autonomy and the construction of identity, situations that are related to decision-making and that can affect the perception of school dropout, as an immediate way out of the situations that they live daily" (p. 58).

From every point of view, education is essential to access better opportunities for personal and social development. For this reason, [Tinto et al. \(2019\)](#), consider that the importance of higher basic education lies in the fact that it is the basis for acquiring the skills required by a globalized and democratic world; In addition, it allows people to develop and have the ability to learn for the rest of their lives. In this way, it is pertinent for dropout students to understand that being outside the school system detracts from people's opportunities to develop in adequate environments and be fully trained. From the above it follows that desertion in higher education institutions corresponds to a multidisciplinary problem. This also means that desertion is increased not only by a certain factor but rather corresponds to a combination of several variables, which under different contexts can be represented to a greater or lesser degree in an educational institution.

In this sense, according to [Pachay & Rodríguez \(2021\)](#), they maintain that school dropout occurs due to lack of motivation, which makes it impossible to develop the academic process. It should be noted that the various factors of this situation are very frequent; and the different strategies applied in the educational field do not solve the effectiveness to be able to unbridle it [Viera et al. \(2020\)](#), also shares this criterion when he states that desertion is a process of gradual distancing and abandonment of an everyday space that also implies the development of certain personal and family rites that affect the development of the child's identity. In this way, the purpose of this study is to analyze school dropout in academic training in upper basic students of the Tosagua Educational Unit. In the context of this research, 12 teachers and 36 students belonging to the Higher Basic section and 28 dropout students were surveyed; In addition, an interview was conducted with the Rector of this institution. Table 1 shows what is related to school dropout.

Table 1  
On the concept of educational desertion

Alternatives	Frequency	Percentage (%)
Dropping out of studies	8	67
Compulsory withdrawal from school	1	8
Voluntary withdrawal from school	3	25

The teachers of the Tosagua Educational Unit answered the question in their totality that they understand by educational desertion and their answers were related to the abandonment of studies, compulsory withdrawal from school and voluntary withdrawal from school. According to the results observed, it can be seen that 67% of the

teachers consulted consider that it is the abandonment of studies, while 8% the compulsory withdrawal from school. Finally, the remaining 25% considered that it is voluntary withdrawal from school.

In this regard, it should also be noted that authors such as [Del Castillo \(2012\)](#), consider school dropout as abandonment by students and educators if reference is made to educational institutions, not only the classrooms where knowledge is acquired, but also the abandonment of their dreams and perspectives of a profitable and responsible future life that would lead them to invalidate their future. Table 2 shows the causes that cause school dropout,

Table 2  
About the causes that originate school desertion in the higher basic

Alternatives	Frequency	Percentage (%)
Lack of economic resources	1	8
Bad behavior	6	50
Personal problems	3	25
Family problems	2	17

The teachers of the Tosagua Educational Unit with respect to the question related to the causes that originate school desertion in the Upper Basic answered in various ways. For them it is about lack of financial resources, bad behavior, personal problems, or family problems. According to the results observed, it can be seen that for 8% it is due to lack of economic resources, for 50% it is due to bad behavior, while for 25% it is due to personal problems, the remaining 17% considered that it is due to family problems.

Desertion is not always a situation developed as a result of a person's decision, but, on occasions, it is the cause of the role played by institutions ([Moreno, 2013](#)), which prevent the population from accessing education, a common situation in developing countries. For [Piracoca \(2019\)](#), the abandonment and suspension of subsequent school studies are due to family, economic reasons, lack of motivation and lack of credibility in the school, as well as the lack of higher education centers in the same area.

Table 3  
Shows the strategies used by teachers to prevent desertion

Alternatives	Frequency	Percentage (%)
Knowing the emotions of the students	5	50
Talking with the representative	3	33
Talking with the classmates who have the most friendship	2	17
Other, indicate which	2	17

Teachers regarding the strategy they use to prevent desertion school responded in various ways such as the fact of knowing the emotions of the students, talking with the representative, dialoguing with the classmates who have the most friendship, among others. According to the results observed, it can be evidenced that for 50% it is about knowing the emotions of the students, for 33% it is talking with the representative, while for 17% it is talking with the classmates who have more friendship, the remaining 17% indicated other aspects ([De Witte, et al., 2013](#); [Jimerson, et al., 2000](#); [Bravo & Gámez, 2021](#)).

The students of the upper basic section, with respect to the question about what they understand by educational desertion, answered in different ways. Their responses were related to dropping out of school, compulsory withdrawal from school, and voluntary withdrawal from school. According to the results obtained, it was evidenced that 61% of the students consulted consider that it is the abandonment of studies, while 18% the compulsory withdrawal from school. Finally, the remaining 11% considered that it is voluntary withdrawal from school.

In this regard, ([Mayancela, 2016](#)), points out that it is notorious in cases of school dropouts the lack of commitment of students with their academic aspirations, classroom work and obtaining good grades to aspire to admission to university and with less probability of staying continuously until completing the educational cycle in its entirety, perhaps due to the little follow-up and motivation they receive from the family environment, since their parents do not have a considerable level of schooling because some have not finished their primary studies and are unconsciously a poor educational model for their children, preferring to enter the workforce early and help their households financially. The students of the upper basic with respect to the question related to the causes that

originate the school dropout in the Upper Basic answered in different ways. personal problems or family problems, the results are shown in table 4

Table 4  
Causes that originate the school dropout in the upper basic

Alternatives	Frequency	Percentage (%)
Lack of economic resources	6	17
Bad behavior	3	8
Personal problems	9	25
Family problems	9	15

According to the results observed, it can be seen that for 17% it is due to lack of economic resources, for 8% it is due to bad behavior, while for 25% is due to personal problems and the remaining 15% considered that it is due to family problems. From the perspective of [Ruiz et al. \(2014\)](#), points out that this problem occurs at all educational levels and is caused by various intrinsic (personal) and extrinsic (family, economic, educational, social, etc.) factors. In addition, it points out that school dropout is caused by various parameters, it can be voluntary or forced, it varies between educational levels. The dropout students of the Educational Unit with respect to the question related to the reasons for dropping out answered in different ways, as seen in table 5.

Table 5  
Reasons for dropping out seen by the students in the higher basic

Alternatives	Frequency	Percentage (%)
Due to lack of economic resources	10	36
Family problems	5	18
Due to lack of support	5	18
Due to engaging in work activities	8	28

According to the results observed, it can be evidenced that for 36% the desertion was due to the lack of economic resources; for 18% the reason was for family problems; for 18% it was due to lack of support. Finally, the remaining 28% considered that their decision was due to the fact that they had to dedicate themselves to work activities. In accordance with the above, [García et al. \(2007\)](#) determine that desertion is frustration for the deserter; that is, they may feel like failures or failures because they cannot help their family in various situations: school, economic, personal, among others. The most serious social problem facing the defector group is the vulnerability of falling into drug addiction, alcoholism or organized crime. In addition, it argues that the person who does not complete his education is excluded from social, cultural, political and economic institutions, determining that he does not have a stable job, which provides them with the necessary benefits ([Fall & Roberts, 2012](#); [No et al., 2016](#); [Bound et al., 2004](#)). The students who dropped out of the Educational Unit, with respect to the question of whether they received training or instructions from any of their teachers or counselor not to make the decision to defect, answered in various ways shown in table 6.

Table 6  
Whether he received training or instructions from guidance teachers not to make the decision to drop out

Alternatives	Frequency	Percentage (%)
Always	2	7
Never	26	93

According to the results observed, it can be seen that only 7% indicated that they always, while the great majority, that is to say 93%, maintained that they had never received any type of training. In this work it was also possible to determine that school dropout is determined by extracurricular variables, which are directly related to the socioeconomic situation and the family context of the students, including poverty and marginality, job search, teenage pregnancy, family dysfunction, alcohol and drug use, educational levels of parents, lack of follow-up and



family support due to low expectations of the family regarding education, migration of parents, abuse in the use of technology such as TV, electronic equipment and games, as well as the Internet with its social networks and pornography (Farmer et al., 2003; South et al., 2007; Cobeña et al., 2021).

## Conclusions

School dropout should be treated as a social problem and not only as an academic conflict. This is based on the fact that a student leaves the national educational system for a social or economic reason. Thus, school dropout responds to educational quality and inclusion; educational quality because staying in school also responds to the student's interest in the knowledge received, and that said knowledge is related to pedagogical aspects that the teacher teaches and shares in the classroom. Quality education promotes the development of the necessary skills to participate in the different areas of human life, the academic impact that it should cause in these students must confront the challenges of today's society and develop the life project to improve their learning, every human being can generate learning from their environment, but they need academic teaching in educational centers. Educational inclusion is the most important aspect to ensure school permanence.

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